DOCUMENT RESUME

ED 294 556 IR 013 152

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TITLE Self-Concept Orientations and Self-Directed Videotape Experiences of Delinquent Males.
PUB DATE [77]
NOTE 22p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Delinquency; Films; Group Discussion; *Identification (Psychology); Males; Parent Child Relationship; Pretests Posttests; Psychological Studies; *Self Concept; *Self Directed Groups; Self Expression; Socialization; *Videotape Recordings
IDENTIFIERS *Self Social Symbols Tasks

ABSTRACT

This study investigated the effects of self-directed videotape experiences upon the self-concept of delinquent males. The self-directed process is a method of self-expression, and included videotape recording and playback, viewing motion picture films, and discussions. The dimensions of self-concept tested through the Self Social Symbols Task were esteem; social interest; identification with mother, father, teacher, and friend; group identification; group identification with parent; egocentricity; power; complexity; and individuation. Significant differences were attained by the self-directed group on all constructs with the exception of complexity. Significant differences were also attained by the component groups of the self-directed process, the talk/film and videotape groups on all constructs with the exception of the identification with father (talk/film group) and the complexity constructs. The self-directed process is thought to be more inclusive for self-directed disclosures, although videotaping and the viewing of films may be one of several group-mediated activities that might enhance the self-concept of delinquent males. Data for the study are presented in four tables. (19 footnotes) (Author/EW)

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SELF-CONCEPT ORIENTATIONS AND SELF-DIRECTED VIDEOTAPE EXPERIENCES OF DELINQUENT MALES

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IR013152

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ABSTRACT

This study investigated the effects of self-directed videotape experiences upon the self-concept of delinquent males. The self-directed process is a method of self-expression and included videotape recording and playback, viewing motion picture films, and discussions. The various dimensions of the self-concept observed were; esteem; social interest; identification with mother. father, teacher and friend; group identification; group identification with parent; egocehtricity; power, complexity, and; individuation. Significant differences were attained by the self-directed group on all constructs with the exception of complexity. Significant differences were also attained by the component groups of the self-directed process, the talk/film and videotaping groups on all constructs with the exception of identification with father (talk/film) and complexity constructs. The self-directed process is thought to be more inclusive for self-concept disclosure although videotaping and the viewing of films may be one of several group mediated activities which might enhance the self-concept of delinquent males.

INTRODUCTION

In recent years considerable attention is being focused on the self-concept of minority groups and its relationship to school achievement and behavior. Several researchers seem to point to an assumption that weak egos and personalities cannot test reality properly. A negative self-concept, as noted by social scientists, psychologist and educators, can have crippling effects within the Black population. Knowledge of the self-concept of this minority group would aid their economic and social adjustment in a culture which values the individual who sees himself as a separate entity.

Juvenile delinquency is one of the most serious social problems confronting society. Numerous reports and studies, formal and informal investigations have cited the delinquent's negative self-concepts, his misconduct in and around school and high truancy rate. The remediation of delinquency, and determining methodologies for bringing about a more positive self-concept in delinquent youth is a growing concern of many educators. Altering the self-concept of the delinquent - of whom a disportionate number are minority group members - may reduce their antisococial activities and facilitate school achievement.

The communications explosion has broadened the base for instructional applications of media. Many educators and teachers have expressed a concern for the use of visual media, graphics, photography, film, and videotape in the classroom. Numerous documentation reveals that the quality of instruction can be improved, and the self-concepts of students immensly enhanced when visual media is utilized as extensions of instruction.

The visual media, film and television, have has a negative impact upon many sectors in the black polulation. Films, the most powerful form of mass media, traditionally have reflected a historical development of American attitudes towards blacks in a detrimental manner.[1] Teaham[2] concluded that lower socioeconomic black students were in need of inspirational models after viewing films of successful Negroes. This study was supported in part by Dimas.[3] Using black fourth and sixth graders from three inner-city schools, Dimas concluded that black models in films may be effective in bringing about a more positive self-concept among black students.

The medium of television is also a potent weapon and seems to influence those who watch it.[4] The National Commission on thr Causes and Prevention of Violence concluded in 1969 that violence on television encourages violence, especially among children of poor, disorganized families. The Annenberg School of Communication in Philadelphia made a study of TV violence over a 10 year period and found a correlation between heavy TV viewing and pessimistic feelings about crime and other people. Little evidence exist on the effect of television violence on aggression and its relationship to ethnicity. Nonetheless, Benjamin Hooks while serving as Federal Communications Commissioner

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1 Murray, James. To Find An Image. New York: The Bobbs-Merrill Company, Inc., 1973. Also Cripps, Thomas, Slow Fade To Black. New York: Oxford University Press, 1977

2 Teahan, John E. and Podamy, Edward C. Some Effects of Films of Successful Negroes on Racial Self-Concept. Washington, D. C.: U. S. Office of Education, 1971.

3 Dimas, Chris. The Effect of Motion Pictures Portraying Black Models on the Self-Concept of Elementary Students. Paper presented at a meeting of the American Educational Research Association, New Orleans, La., February, 1973.

4 Winn, Marie. The Plug-In Drug. New York: Grossman Publishers, 1977.

argued that the television medium must present a more accurate picture of grassroots black America in order to help blacks build better self-images.[5]

Studies and programs have shown that art activities, when employed in therapeutic-like environments, have met some of the needs of behavior problem and black students.[6], and with serious emotionally disturbed adolescents.[7] In a classic study, Corneilson and Arsenian[8] using photographs, were able to bring psychotic patients into contact with their more realistic selves. A film making project aided disadvantaged high school dropouts to gain a sense of ersonal well being and the abilitv to communicate before specific career-oriented training[9].

Behavior patterns may be changed as a function of observing the behavior

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5 Hooks, Benjamin L. The Real Power. An interview with the first black to be appointed a member of the Federal Communications Commission. Washington, D. C., 1973.

6 Sacks, Susan R. Influence of Black is Beautiful Program on Adolescent's Drawings and High Status Job Selections. Paper presented at the Annual Meeting of the American Educational Research Association, New York, N. Y., February, 1971. Davidson, B. E. "Art Meets the Needs of Behavior Problem Students." Arts and Activities, 59, May, 1966. Also Fass, Norma. "Art in the Difficult Difficult School Problems." Art Education, 16 (6), June, 1963.

7 Bergen, Richard D. "Art-Oriented Work Experiences and It's Effect on Hospitalized Serious Emotionallv Disturbed Adolescents." Dissertation Abstracts International, 33 (6 A), December, 1972, 2755. Ulman, Elinor. "Art Education for the Emotionally Di turbed." In L. C. Deighton (ed) Encyclopedia of Education, Vol. 1. New York: Macmillian, 1971."Art Education for Special Groups," Part 2, 311-316.

8 Corneilson, Floyd S. Jr. and Arsensian, Jean. "A Study of the Response of Psychotic Patient to Photographic Self-Image Experience." Psychiatric Quarterly, 1960, 34, 7.

9 Bushnell, Don D. The Production and Validation of Educational System Packages for Occupational Training of Depressed Area Students; or Black Student Versus Teacher Evaluat on of Urban Vocational Programs. U. S. Office of Education Research Grant 4-6-062777-2239, Santa Barbara: Comm Associates, 1970.

and attitudes of models presented through motion pictures[10]. The effective use of videotape techniques has been demonstrated in group psychotherapy with juvenile[11], disadvantaged students[12] and disturbed children[13].

This present study was designed to investigate the effectiveness of using self-directed videotape experiences as a method to modify the self-concepts of delinquent males. Self-directed videotape experiences is a method of self-expression and might be considered similar to self-directed therapy. It is a total process of an individual's selecting perceptions, videotape recording and playback, viewing motion picture films, and discussing these activities. Verbalizing about the activities allows the individual to act as the primary agent in determining what in his phonomenal field was recorded for more intensive attention. The role of the discussant is that of facilitor in this process. The discussant should be neither friend nor acquaintance to the individual (s) undergoing the self-directed videotape process.

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10 Weisgerber, Robert A. and Danoff, Malcolm. Evaluating the Potential of Films for Improving Self-Image in Minority Group Children. Palo Alto, Calif.: American Institute for Research, 1969. Bandura, A. "Social Learning Through Imitation." In M. R. Jones (ed), Nebraska Symposium on Motivation. Lincoln, Nebraska, 1962, 211-269. Also Bandura, A., Ross, Dorothea, and Ross, Sheila. "Imitation of Film-Mediated Aggressive Models." Journal of Abnormal Psychology, 1963, 66, 3-11.

11 Pascal, G. R., Cottrell, T. B., and Baugh, J. R. "A Methodological Note on the Use of Videotape in Group Psychotherapy with Juvenile Delinquents." The International Journal of Group Psychotherapy, 17, 1967, 248-251.

12 Gelfand, Donna M. "A Training Program to Increase the Effectiveness of Personnel Teaching Retarded and Other Behavioral Disadvantaged Children." Salt Lake City: Utah University, 1970.

13 Waters, Richard H., and Willows, Donna. "Imitation Behavior of Disturbed and Nondisturbed Children Following Exposure to Aggessive and Non-Aggressive Models." Child Development, 39, 1968, 79-89.

The Study was designed to answer the following questions:

1. Will changes in the self-concept of delinquent males occur following the use of self-directed videotape experiences?
2. Will the use of a talk/film session about making a videotape but without the actual experience be followed by a modification in the self-concept of delinquent males?
3. Will the experience of making a videotape but without a talk/film session be followed by a modification in the self-concept of delinquent males?

The talk/film session group factors out the effect of providing the students an opportunity to talk and be the center-of attention for an adult. The videotape group factors out the influence of just providing the students with videotape equipment.

METHOD

Subjects

The sample for this study consisted of 156 institutionalized delinquent males at a state residential treatment facility. They had been placed at the facility for behavior problems and were randomly assigned by staff to either the "immature or mature" campus. The immature subjects were characterized as being impulsive, responded to immediate goal gratification methods, and were 3 to 4 grades behind in school. The mature subjects were characterized as being not as implusive, not in need of immediate rewards, and not as far behind in school as the immature subjects. In addition,

the mature subjects participated in group process therapy.

Three treatment and one control group were randomly selected from each campus, with immature and mature subjects proportionately represented across groups. The self-directed group consisted of 29 subjects, the talk/film group of 23 subjects, and the videotape group of 31 subjects. The sample was limited to subjects who volunteered and could participate in the entire study.

Measuring Instrument

The Self-Social Symbols Task[14] was used to measure the self-other orientations. The test measures self-concept in a molecular fashion, uses a non-verbal approach and focuses upon self-other relationships. In this test, subjects select, arrange, or produce symbols to represent the self in relation to symbols representing other persons. Certain aspects about the person's conceptions of himself are inferred from these arrangements. This test has been used with various populations and applied to a variety of problems. The authors have used several forms of the SSST with many different samples: pre-school children, elementary school children, black students, neuropsychiatric patients, subjects from India; and with delinquent adolescents[15]. One of the assumption of this instrument is that it is possible for a person to communicate his self-other orientations non-verbally.

The test focuses on seven components of the self which represent twelve dimensions on which the self as a social object may be described. These include (1) esteem, relative to selected groups of other persons, (2) social interest, relative to a groups consisting of "parents," "teachers," and "friends," (3) identification, as measured by closeness to "mother," "father," and "friend," and by number of

[14] Ziller, R. C., Long, Barbara H., and Henderson, E. H. Manual for the Self-Social Symbols Method. Newark: University of Delaware, 1967.

[15] Long, B. H., Ziller, R. C., and Bankes, J. "Self-other Orientations of Institutionalized Behavior-Problem Adolescents." Journal of Consulting Psychology, 1970, 34, 1, 43-47.

others and number of parents included within the self group, (4) egocentricity, relative to friend, (5) power, in relation to "father," "teacher," and "friend," (6) complexity of self, and (7) individuation, relative to peers. Scores from individual items are summed to provide total scores of various kinds. A higher score represents a greater concern for self with the exception of identification with mother, father, teacher and friend.

PROCEDURE

The SSST test was administered to the self-directed, talk/film session, videotape and control groups separately. Each group consisted of a mature and immature section. The subjects required approximately thirty minutes to complete the pre-test and post-test.

Introduction to Single-Camera System: The setting up of the videotape recorder (VTR) single-camera system was demonstrated to the self-directed and videotape groups. Instructions were also given on the threading of the tape, VTR operation, camera technique, and care and maintenance of VTR equipment. The subjects in the respective groups had an opportunity to set up and "strike" down the equipment, and ask questions pertaining to videotape equipment set-up. Subjects from both groups were instructed that the videotape would be made with one or more of them serving in the following production roles: (1) director, assistant director, (3) technician, (4) sound man, (5) floor manager, and (6) talent.

Procedure for Self-Directed Group: This group participated in videotape recording (skits, "news program," interviews, monologues, gym activity) and playback; viewed motion picture films, "The Jungle," and "Body and Soul, Part II: Soul," and; engaged in discussions with the instructor. After each taping, the instructor would conduct a talk session during the playback with the group. These talk sessions were held at the site of the videotaping. The videotape was stopped periodically -sometimes during scenes and at other times between scenes. The instructor would encourage the group to talk about the videotape experiences with such statements as, "Why did you direct them to do that?", "Why did you zoom in on that scene?" "Why did you set the camera over there?", and "Who are you portraying in that scene?" The tapes produced by this group were not viewed by the other groups. The self-directed group also viewed the motion picture films, "The Jungle" and "Body and Soul, Part II: Soul", and engaged in discussions with the instructor.

Procedure for Talk/Film Session Group: This group viewed the same films as the self-directed group and engaged in discussions with the instructor. After the showing of "The Jungle", subjects engaged in a discussion as how they might make a similar film. After the showing of "Body and Soul, Part II: Soul", subjects discussed curfent musical groups. This group did not videotape.

Procedure for Videotape Group: This group participated in videotape recording (skits, interviews, monologues, a baseball game, gym activity, play rehearsal) and playback. The playback was conducted at the site of the videotaping. Although the instructor remained with the students, he did not engage in conversation with the subjects about their videotape experiences. The subjects talked about their recordings among themselves.

RESULTS

The self-directed group indicated significant differences on all constructs with the exception of complexity (means and test of significance are shown in Table 1). The talk/film group indicated significant differences on all constructs with the exception of the identification with father and complexity constructs (means and test of significance are shown in Table 2). The videotape group indicated significant differences on all constructs with the exception of complexity (means and test of significance are shown in Table 3). No significant differences were attained by the control group with the exception of identification with mother (means and test of significance are shown in Table 4).

(INSERT TABLES 1, 2, 3 ABOUT HERE)

TABLE 1

SUMMARY OF MEANS AND TEST OF SIGNIFICANCE FOR 12 MEASURES FROM THE SELF-SOCIAL SYMBOLS TASK FOR THE SELF-DIRECTED GROUP

Construct	N	Pre-test	Post-test	t	p
Esteem	29	20.20	33.48	11.52	.001
Social Interest	29	1.75	5.13	8.83	.001
Identification with:					
Mother	29	5.17	2.79	4.40	.001
Father	29	6.30	2.97	5.52	.001
Teacher	29	8.72	4.59	4.87	.001
Friend	29	8.34	3.45	6.17	.001
Group Identification	29	15.37	25.24	8.12	.001
Gp. Identification w/ Parent	29	2.07	3.79	6.25	.001
Egocentricity	29	1.78	4.78	7.51	.001
Power	29	16.37	21.26	4.99	.001
Complexity	29	22.08	22.10	.11	ns
Individuation	29	5.96	9.67	13.87	.001

TABLE 2

SUMMARY OF MEANS AND TEST OF SIGNIFICANCE FOR 12 MEASURES FROM THE SELF-SOCIAL SYMBOLS TASK FOR THE TALK/FILM SESSION GROUP

Construct	N	Pre-test	Post-test	t	p
Esteem	23	20.52	33.13	7.83	.001
Social Interest	23	2.61	4.91	4.92	.01
Identification with:					
Mother	23	4.61	3.09	5.06	.01
Father	23	5.52	4.39	1.70	ns
Teacher	23	7.43	5.48	2.34	.05
Friend	23	5.61	4.13	3.37	.01
Group Identification	23	18.13	27.34=	5.29	.01
Gp. Identification w/ Parent	23	2.43	3.96	5.18	.01
Egocentricity	23	1.96	5.30	7.88	.001
Power	23	14.96	22.91	6.85	.001
Complexity	23	22.22	23.35	1.59	ns
Individuation	23	6.30	9.78	6.48	.01

TABLE 3

SUMMARY OF MEANS AND TEST OF SIGNIFICANCE FOR 12 MEASURES FROM THE SELF-SOCIAL SYMBOLS TASK FOR THE VIDEOTAPE GROUP

Construct	N	Pre-test	Post-test	t	p
Esteem	31	18.42	28.90	5.71	.001
Social Interest	31	2.34	5.06	6.37	.001
Identification with:					
Mother	31	6.10	4.10	3.58	.01
Father	31	6.94	4.52	3.51	.01
Teacher	31	8.45	6.00	2.73	.02
Friend	31	6.68	4.68	3.07	.01
Group Identification	31	17.45	25.94	5.38	.001
Gp. Identification w/ Parent	31	2.06	3.52	6.04	.001
Egocentricity	31	2.71	4.65	4.04	.01
Power	31	14.74	21.68	4.70	.001
Complexity	31	24.42	24.10	.71	ns
Individuation	31	6.52	9.61	7.85	.001

TABLE 4

SUMMARY OF MEANS AND TEST OF SIGNIFICANCE FOR 12 MEASURES FROM THE SELF-SOCIAL SYMBOLS TASK FOR THE CONTROL GROUP

Construct	N	Pre-test	Post-test	t	p
Esteem	73	20.27	19.78	1.35	ns
Social Interest	73	2.90	3.04	.00	ns
Identification with:					
Mother	73	5.41	5.92	2.77	.05
Father	73	6.56	6.90	1.02	ns
Teacher	73	8.59	8.81	.37	ns
Friend	73	5.92	6.05	.98	ns
Group Identification	73	16.03	16.63	.98	ns
Gp. Identification w/ Parent	73	2.71	2.56	1.28	ns
Egocentricity	73	2.67	2.74	.27	ns
Power	73	15.47	15.92	.57	ns
Complexity	73	21.44	21.50	.25	ns
Individuation	73	5.66	5.73	.50	ns

DISCUSSION

Two general observations seem evident from this study. The self-directed videotape process is not much stronger than any of its components. And second, the use of videotape activities and talk/film sessions can have an effect upon the self-concept of delinquent adolescent males as measured by the Self Social Symbols Task. The implications arising from this theoritical perspective suggest that changes in the self-concept of specific learning audiences can be affected through group activities utilizing mediated approaches.

The recording of activities on videotape requires a cooperative spirit between all persons involved. As mentioned previously, these recordings required that the boys serve as director, cameraman, recordist, audioman, talent, floor manager and production assistants. On several occassions the roles interchanged within the group. There are strong indications that insights into the self-concept dimensions of delinquent males might best be gained by giving attention to those constructs which lend themselves to allowing the individual options as to self, or self-other orientations.

Of the twelve constructs, three allow the subject a choice of placing himself "inside" or "outside" of a group. These constructs are social interest, group identification and group identification with parent. In each of these constructs, the subject must "draw" his perception in relation to others. All of the other constructs (except egocentricity) require that the subject either "select," "place," or "choose."

The boys who participated in videotaping activities may have perceived of themselves as a part of a group moreso than the boys who did not engage in videotaping activities. The boys videotaping thought of themselves in a "we" category as evidenced by their scores on the social interest, group identification and group identification with parent constructs when compared to boys who did not videotape. These findings lend support to Caven[16] who states that boys identify themselves with the gang and do not respond to individual approaches from teachers and social workers. Since data from law enforcement agencies indicates that most delinquent acts are committed by two or more boys, it can be argued that an appeal should be made to the entire gang, or group, in order to convert inappropriate behavior into conformed behavior. The same argument could also me made for modifying the self-concept of adolescent delinquent males.

It has been proposed that identification with one's parents is the basis of socialization as well as for the development of a functional self-concept. The results on the identification with father construct of boys who viewed films and engaged in discussions touch upon modeling and imitation behavior quite strongly. After viewing films depicting positive images and with a live Black model as a discussion leader for subjects, it appears that a positive statue of the Black male as father is not easily translatable into the classroom. These findings suggest that the use of father as model for Black delinquent males may be needed as a prerequisite to imitative learning when certain performance task are not involved. Further, differences achieved on the identification with teacher construct were not as significant

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[16] Caven, R. S. Juvenile Delinquency. New York: J. B. Lippincott Co., 1969, p.280.

with the talk/film group as were with groups videotaping and performing task. A few studies have touched upon classroom structure and climate, and teacher roles as an important variable in classroom performance[17]. Additional studies are needed to clarify the significance, if any, of teacher as guardian-parent, the sex and/or race of the model and it's relationship to imitation learning behavior.

An interesting and totally unexpected outcome was observed with the complexity construct. This was the only construct on which a significant difference was not attained by the treatment groups. As stated previously, this is the only construct on which other persons are not symbolically represented, and the selection of a more complex design is interpreted as indicating a more complex self. The talk/film session group showed the greatest change scores although not significantly different. The scores of the three treatment and control groups on this construct support Riessman[18] and others who argue that minority and disadvantaged learners make use of physical and visual styles in the learning process. These findings lend support to Ziller[19] who state that a person with a more complex self-system is thought to be less likely to be disturbed by new experiences which may seem incongruent.

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17 Nagler, Sylvain and Hoffnung, Robert. Teacher Expectations, Children's Perceived Powerfulness and School Performance. New Haven: Yale University, Department of Psychiatry, March, 1971. Also Vinson, A. W. An Investigation Concerning the Influence of Conceptual Systems and Classroom Climate on Self-Concept and Academic Achievement on Afro-American School Children. Unpublished Ph.D. dissertation, University of Minnesota, 1973.

18 Riessman, Frank. "The Overlooked Positions of Disadvantaged Groups." Journal of Negro Education, Yearbook No. XXXIII, Summer, 1964.

19 Ziller, R. C., Hagey, J., Smith, M. D. C.. and Long, B. H. "Self-esteem: A self social construct." Journal of Consulting and Clinical Psychology, 1969, 33, 84-95

It appears that the self-system of Black delinquent males is complex indeed. And no wonder. Noted historian Benjamin Quarles says:

> ...the black man came from a complex civilization, if we learn that he is the son of kings and emperors, that he did not come to the new world culturally empty-handed but as the inheritor of a tradition of sophisticated art and literary forms...(Dorsey, 1977)

To compound this engrained self-system, Black Americans are expected to adjust and adapt to Western culture, a culture which places great emphasis of individualism and an educational system formulated to accomodate individualized learning processes. More specifically, in terms of this study, the implications arising from the complexity construct suggest that the use of complex designs as a self-disclosure tool may not be appropriate for Black audiences.

Another unexpected outcome was the significant difference achieved by the control group on the identification with mother construct. The result on this identification task might have occurred due to the short range of mean difference variance between pre and post test scores, the range of scores that could be obtained on this construct, that most of the boys in the population were from one-parent homes, or the results could reflect the effects of membership in an intact group at the time the test was administered.

Overall, the study gives indications that perhaps classroom peer relationships can be enhanced through a prescribed mix of listening, the viewing of motion picture films, and production of videotape material through guidance and supervised instruction. This study supports Barnes (1972) who argues for a shift from a pupil centered domain to an interaction process. This study seems to be in agreement with several studies indicating that

self-concept is related to achievement, and that this relationship is particularly true for boys. The self-directed process enables students to participate in and respond to a media-mix of experiences, although videotaping and the viewing of films may be one of several similar group activities which might enhance self-concept. Still, the self-directed experience seems far more inclusive. The practical application of the self-directed process is realistic for most institutions. Since the late sixties, the development of low priced videotaping equipment has enabled most schools to acquire such media hardware. Unforturnately, such equipment is often not used or else misused and not maximized to aid individual and group growth.

Perhaps the socialization and educational process in the United States is one-sided. If that be the case then many "mismatches" have been caused which have interferred with the transmission of thoughts and messages. Research in instructional media should develop effective approaches for integrating media in the teaching process with emphasis on the human aspects of communication. Specifically, the task of interpreting these findings was to identify dimensions of the self-concept of delinquent adolescent males as a result of having employed a videotape methodology.

Additional research is needed as when to introduce visual material and psychomotor activities in the instructional process. Although significant differences were achieved by most of the subjects on all but one construct, it has yet to be determined if significant differences can be achieved between different mediated treatments. If higher scores on the Self Social Symbols Task by delinquent adolescent males can be viewed as indicating an improved self-concept, the use and mix of mediated methodologies may be an

appropriate medium for improved behavior and achievement in school, as well as good citizenship for specific learning audiences. It is an area in need of far more investigation.

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